



Behaviour and Engagement Policy

I have come that they may have life and have it to the full
(John10:10)

Policy Overview Info	
Policy	Behaviour and Engagement Policy
Author	School Leadership and staff
Approval at	Governing Body
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Behaviour and Engagement Policy

Intent

As a Catholic/ Church of England School we strive to live the gospel values in all aspects of our school life and in our mutual respect and caring for each other. We aim for every member of our community to live our mission statement of ...'life to the full'. We strive for our school to be a place where:

- Each person is recognised as a unique individual created and loved by God
- Christ is at the heart of the community
- Every member of the community is valued
- Every child is known and loved
- Respect and forgiveness are lived school values.
- Co-operation and consideration are preferred to competition
- Success is shared
- There is prayer
- The presence of Christ is celebrated

Rationale

At Christ the King, we have a Behaviour and Engagement policy because

- we believe that if children are engaged positively with their learning and in their interactions with people, they will be able to thrive and make progress.
- we believe that all types of behaviour are a form of communication
- we believe that routines, relationships and responses are the elements that underpin and stabilise people, allowing them to engage positively in all aspects of their life.
- we want to support all of our children to grow into emotionally healthy learners, where they have respect for themselves, others, learning, equipment and individual differences

We believe that the management of a child's behaviour should reflect the values of our Christian school. We choose approaches and procedures which enhance the quality of all relationships – this principle should guide all our actions. Good behaviour continues to develop when school and home share the goals, where each can appreciate the others' point of view and when both support each other in achieving these goals. At our school we wish to make sure that all children feel safe, secure and happy in order that the most effective learning can take place.

Children will feel secure and happy when their learning is active, well directed and matched to their ability. They also feel happy and secure when the people with whom they come into contact are considerate, caring and supportive.

Good behaviour leads to a good environment for learning – for the teacher to teach more effectively and meet the needs of all children. Good behaviour needs to be carefully developed. Children learn best when they are clear about what they are supposed to do, and when they are continually and consistently encouraged to do it.

AIMS

- To create the conditions for effective learning in which there is mutual respect between all and where all take responsibility for creating a happy, Christian and safe environment
- Foster a calm, ordered and loving atmosphere
- Help children to manage their emotions and related behaviours.
- Create an environment that is safe (physically and emotionally) for everyone.
- Achieve consistency of attitude and response by staff
- Promote in all children a sense responsibility for their actions.
- Develop a partnership with parents/carers which recognises and respects important factors in the home life and experience of the child. Through dialogue this supports parents to take a proactive and confident role in the management of their child's behaviour and needs.

The School Approach and Values

The emphasis in school is on reinforcing positive behaviour, encouraging children to **make the right choice** and using **restorative approaches** so that children learn how to resolve issues and reach solutions through discussion and compromise. We recognise that some of our children have additional needs for a variety of reasons including learning needs or social issues. Therefore, class teachers will liaise closely with other members of staff who may work with the child, for example the SENCo, Learning Mentor and Designated Safeguarding Lead to ensure that all children's behavioural needs are met. We will provide CPD for staff to further understand and work positively with children who have social, emotional and mental health difficulties.

Our school rules are underpinned by Christian values, in particular our core values of *Creation, Wisdom, Reverence and Respect, Endurance, Hope and Forgiveness*.

We treat each other with kindness and respect

We always **tell the truth**.

We **listen** to each other without interrupting.

We **follow instructions** the first time.

We **try our best** in everything we do.

We **look after our school** and everything in it.

Expectations

Children are expected to have regard for their good behaviour on all occasions, especially when attending events or educational visits, and when wearing the school uniform.

This policy a framework that allows us to be consistent in our routines, support staff to build relationships, and provide appropriate and effective responses to children. In particular, we recognise that some learners require additional support with their social, emotional and mental health and may require different strategies for success. We want our policy to enable us to support all our children.

Routines

We aim to establish and maintain routines and to teach the children to observe these routines. This helps to maintain boundaries and support the development of good habits. In turn, this will be transferable and support children as they move to other environments and situations

We recognise that well planned, structured engaging, differentiated and challenging lessons are crucial elements of good practice

Relationships

Positive relationships with the children are at the heart of engagement and the key to successful behaviour management.

Staff will model positive and respectful relationships, promote appropriate, positive language and good listening skills.

Responses

- Staff focus on the positive aspects of a child's behaviour
- Praise should identify exactly what the child has done well
- Consequences are principally about **behaviour change** as opposed to punishments.
- Responses should always be given in a calm and controlled manner.
- Where it is possible describe the effects of the behaviour not the behaviour itself.

Teaching and Learning

Learning is the central focus of all that we do. We strive to create a stimulating environment and conditions that facilitate every aspect of learning. As a school we

work on the fundamental principle that if the 3R's are in place with consistency then this gives us the best chance of successfully engaging children in learning.

The school operates lots of layers to promote and develop positive relationships, ensure robust and reliable routines and offer children as far as possible the right responses. We may describe our systems like sieves, recognising that one sieve will not catch all. It is critical that we have a range of sieves for a range of needs.

Rewards

Behaviour that meets school expectations is recognised and celebrated in a variety of ways e.g. messages home, stickers, awarding dojos, certificates and RWInc praise strategies. We also use class dojo to help the children manage their behaviour. Class Dojo is an interactive tool that parents can see and share and celebrate along with us. Each child has an icon, they can earn points throughout the day for positive behaviour. Each time a child earns a dojo point the parent is immediately informed via their dojo app.



The most earned class dojo's are rewarded by a certificate during Fridays celebration assembly and extra playtime.

The class that earns over 1,000 dojos per half term is allowed to come to school in their own clothes for a day.

Consequences

We have 3 behaviours which we will call 'non negotiatble,'

These behaviours are: - Physically hurting someone, using aggressive or bullying language (including name calling) and damage to property.

If children display any of the above behaviours, the following will apply

- 1.** Miss part of your break time.
- 2.** Miss part of your lunchtime.
- 3.** Phone call home to discuss behaviour with parents.
- 4.** Meeting with parents to review behaviour and strategies.

SLT will monitor behaviour as outlined in Appendix 1

If the above strategies prove to be ineffective, the principal will consider a fixed term or permanent exclusion for the child as outlined in our exclusion policy. Whilst exclusion is always a last resort, we will not tolerate physical or verbal aggression towards staff and other children.

Positive Handling

All staff have been trained in Positive Handling techniques. Positive Handling is only ever used as a last resort. If restraint has been used, the Head of School is informed and a record is kept on Cpoms.

Teaching of behaviour

- Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The learning behaviour and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school.
- The curriculum is taught explicitly during the few weeks in Autumn term alongside the traditional National Curriculum subjects.
- Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the learning behaviours curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ten 'Principles of Instruction' set out by Barak Rosenshine including regular quizzing to check and strengthen retention.
- Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). It is expected that all pupils will know this content.

Appendix 1 Monitoring Behaviour

Positive behaviour is monitored through class dojo, celebration assembly, learning walks and staff discussions.

The Incident Log on Cpoms

- Unacceptable behaviour is logged on CPOMS
- This is monitored by SLT. Incidents are analysed and shared with all staff and parents if required.
- Analysis informs future provision such as worship themes, specific issues for class teachers to focus on in PSHCE and circle time.

Continued Misbehaviour

When the whole school policy is not having a positive impact on behaviour, the school recognises the need for a more personalised approach. This could be for a range of reasons and the school will endeavour to work in close partnership with parents and appropriate staff to devise a personal approach to meet the needs of individual pupils. The following are the usual procedures but the school may choose to adapt them to meet the individual needs of pupils and their families.

Appendix 2 Further Intervention Strategies Behaviour Plans

- In the first instance the SENCo will work with the child, class teacher and parent to devise an Individual Behaviour Plan (IBP). An appropriate timescale for the Behaviour Plan will be agreed between them and the child's parents/ carers.
- A behaviour plan is designed to reduce unwanted behaviour by focussing on all instances of positive behaviour. The school day is divided into sessions. If a child keeps to their personal targets for each identified session, they are instantly rewarded with a green smiley face.
- The aim is for the child to receive as many green smiley faces as possible.
- Where a child has received a red face for a session an adult will talk to the child about how they can get back on track.
- Any instances of extreme behaviour are dealt with by a member of the Senior Leadership Team. All behaviour incidents should be **fully investigated by class teachers, before being referred**. An appropriate consequence will be issued in line with the school policy.

Appendix 3 Behaviour curriculum

Our Golden Promises

Be Kind	Listen	Show Respect
<ul style="list-style-type: none"> We are polite and show good manners to everyone. We use please and thank you. We use a calm tone and soft volume when speaking. Foster good relationships by taking part in group projects, shared activities and common goals. We promote positivity by praising good work, giving compliments, acts of kindness or offering support, when needed to those in need. We take the initiative through involvement in pupil groups and community projects that benefit our local and school community. We do not tolerate bullying of any kind. We show empathy and understanding to feelings and perspectives of others. We include others in games, activities and group work. We value diversity and respect the differences all of our community have. We show appreciation to all members of our community, whether through a simple 'thank you' or recognition of their role. We stand up against 	<ul style="list-style-type: none"> We always listen when an adult is talking. We always listen to pupils in our class giving ideas and feedback. We follow instructions -first time, every time. Asking question to clarify understanding. Take turns to share our point of view and take into consideration others' perspectives We practice active listening when discussing feelings to allow for open communication. 	<ul style="list-style-type: none"> We are polite and show good manners to everyone. We respect difference and know we are all equal. We look after our equipment and share it. We look after our environment and never drop litter. We respect the law and the rules of school and society Acknowledging others' opinions. We are inclusive, accepting of everyone. We all have our special talents and that makes us great! Participate in school life and events. We walk sensibly around our school. We line up sensibly. We know who to go to for help and support. We stay safe online and outside school. We use equipment safely. We build strong bonds with our adults and community and will be able to identify someone we trust and feel comfortable talking to. Sometimes we don't want to verbally share our worries, so we can write them down and post them in the worry box. Trusted adults help us to feel safe and work through worries with us using visual aids, role-play and story boards, when needed.

<p>bullying – reporting it, supporting others and taking swift action to prevent it.</p> <ul style="list-style-type: none">• We apologise when we make mistakes.		
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